

**MASSACHUSETTS
DEPARTMENT OF CORRECTIONS (DOC)**

Captain

**Candidate Preparation Guide for the
Written Technical Knowledge Test**

Prepared By:



EB Jacobs, LLC

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TABLE OF CONTENTS

INTRODUCTION	1
DESCRIPTION OF THE WRITTEN TECHNICAL KNOWLEDGE TEST	2
I. Date and Location	2
II. Content	2
III. Administrative Logistics	2
IV. Evaluation	3
PREPARATION STRATEGIES FOR WRITTEN TECHNICAL KNOWLEDGE TEST	4
I. How to Study	5
II. General Multiple-Choice Test-Taking Strategies	8
III. Error Analysis	10
IV. Answer Sheet Procedures	12
V. General Test-Taking Suggestions	13
SAMPLE CLOSED-BOOK TEST QUESTIONS	14
I. Sample Closed-Book Test Questions	14
II. Suggested Responses to Sample Closed-Book Test Questions	16
CONCLUSION	16

INTRODUCTION

To qualify for the rank of Captain in the Massachusetts Department of Corrections (DOC), candidates will participate in a promotional examination process consisting of multiple phases. A Written Technical Knowledge Test is the first phase of the examination process and it will be weighted as follows:

Description of Phase	Weight of Phase
Phase 1: Written Technical Knowledge Test	35%

The entire promotional examination process will be based on information obtained from a job analysis of the position of DOC Captain. The job analysis provides descriptions of the duties performed by incumbent captains and identifies the knowledge, skills, and competencies (abilities and personal characteristics) required to perform these duties effectively. The promotional examination process is intended to assess the required knowledge, skills, and competencies in the context of important duties and tasks. In addition, relevant career experiences and education will contribute to each candidate's final examination score.

This guide is being distributed to assist candidates in preparing for the Written Technical Knowledge (TK) Test. **(Detailed information about each remaining test component, including an Assessment Center, will be provided to all candidates in the spring in the form of a second candidate preparation guide.)**

We are providing this information in recognition that a considerable amount of the concern associated with participation in examinations is related to the novelty of the procedures that candidates encounter. Accordingly, this Guide provides information about the Written Technical Knowledge Test component in terms of the:

- content,
- administrative logistics,
- evaluation methods, and
- sample questions and answers.

From the information presented in this guide, candidates should be able to get a good feel for the Written Technical Knowledge Test, including the test procedures, the types of questions they will encounter, and suggested preparation strategies.

We encourage candidates to review this guide carefully and to take advantage of any and all opportunities to prepare for the Written Technical Knowledge Test.

GOOD LUCK!

NOTE: In this preparation guide, an effort has been made to provide as much information as is available at this time about the intended format, content, logistics, and evaluation of the Written Technical Knowledge Test. However, it is possible that minor alterations may be made in the testing procedures between the time this preparation guide is distributed and the administration of the TK Test. We will work with the Massachusetts Human Resources Division and Massachusetts Department of Corrections to provide you with any updates that may be required.

DESCRIPTION OF THE WRITTEN TECHNICAL KNOWLEDGE TEST

I. Date and Location

The Written Technical Knowledge Test will be administered on **Saturday, July 22, 2017 at the Massachusetts Department of Corrections (DOC) Central Headquarters located at 50 Maple Street, Milford, MA 01757**. Details regarding the timing of the examination will be provided as part of the exam poster.

II. Content

The Written Technical Knowledge Test will be a closed-book test and consist of traditional, multiple-choice questions with four response alternatives each. There will be approximately 100 questions and approximately 3 hours will be allotted for this test, including the time for instructions. Test questions will be designed to assess candidates' understanding of job-related technical knowledge that the job analysis indicated must be memorized, so no reference materials will be available for use during this test. Questions will be drawn ONLY from reference materials identified on the reading list.

III. Administrative Logistics

The Written Technical Knowledge Test will be preceded by a set of instructions. Candidates are advised to arrive at the test site approximately one hour prior to the instruction period to ensure that all necessary administrative procedures can be conducted prior to the scheduled start time and to avoid potential disqualification.

A few notes about the reading list and reference sources are presented below:

1. Candidates WILL NOT be permitted to use any reference sources or documents of any kind during the closed-book, Written Technical Knowledge Test.
2. Candidates will only be responsible for information contained within sections of documents included on the reading list. Any other documents that are referenced within sources appearing on the reading list, but are not actually listed on the reading list itself, will not be tested.
3. **No electronic equipment with communication capabilities will be allowed at the test site. This includes all pagers, cell phones, smart watches, tablets, laptops, etc.** In other words, any device with an on/off switch WILL NOT be permitted at the test site. The only exception is an electronic stopwatch or timer which does NOT have any communication capabilities, if a candidate desires to use such a device.
4. Candidates will be responsible for all revisions made to the Massachusetts Department of Correction's internal reference sources up until January 22, 2017, the date the reading list was posted. Candidates will NOT be responsible for revisions that occur after this date.
5. The fact that a specific subsection is listed on the reading list does not necessarily mean that any questions will be written from the subsection. It simply means that the subsections listed on the reading list are eligible to have questions written from them.

IV. Evaluation

Your score on the Closed-Book, Written Technical Knowledge Test will be based upon the number of test questions/items you answer correctly. Thus, the more items you answer correctly, the higher your Technical Knowledge Test score.

Preparation Strategies for the Written Technical Knowledge Test

Written technical knowledge (multiple-choice) tests are designed to test your knowledge of a particular subject area. You can improve your performance on written technical knowledge tests in three different ways. The first and most obvious way is to know and understand all of the relevant material that will be covered on the test. The second is to know and understand the test situation so that you can avoid making mistakes caused by a failure to understand the meaning of the test questions, the test format, or the test procedures. Finally, you can try to gain an understanding of your own test-taking behavior. If you become aware of the kinds of errors you commit on multiple-choice tests, you can try to avoid them in the future.

This portion of the guide provides suggestions for improving your performance in each of these areas:

I. How to Study: Understanding the material covered on the test

This section provides some strategies to assist you in preparing for the test. A method for studying, based on well-established learning principles, is included. Many of the suggestions are directed toward enhancing your ability to recall information by requiring you to do more than simply read the material. Some suggested strategies include: (a) surveying the material to be read in order to break it down into reasonable study "chunks," (b) formulating questions to be answered after each section has been read, and (c) reciting the main points of each section.

II. General Multiple-Choice Test-Taking Strategies: Understanding the test situation

This section provides some strategies that you can apply when taking the test. These strategies are of relevance when taking any multiple-choice test. They include such suggestions as marking questions in a way that will make them easier to understand and answering easier questions first.

III. Error Analysis: Understanding your own test-taking behavior

This section provides you with some information about common test-taking errors, as well as strategies for avoiding such errors. You are encouraged to identify the kinds of errors you tend to make when taking a multiple-choice test. In this way, you will be more aware of the tendency toward these errors when you actually take the test and can determine what steps you can take to avoid these errors.

I. How to Study

The study strategies provided here should be helpful in preparing for a multiple-choice test. They can be applied to any reference sources.

A. Focus Your Attention

You must focus your attention on the material you are studying if you expect to remember it. There are three things that you can do to help you focus your attention on the material you read.

1. First, since you tend to pay closer attention to things that interest you than to things that don't, you can try to make the material more meaningful or interesting. One way to do this is to apply it to yourself. Try to think of examples of the material that can be tied to your work.
2. Next, eliminate distractions from your environment. These distractions compete for your attention and affect your memory of the material that you are trying to study. It is difficult to pay attention to several things at the same time. Instead, people usually switch back and forth, paying attention first to one thing and then to another. Unfortunately, you will not remember any material that did not receive attention. This means that listening to the radio while you are studying, or studying in a noisy area, will leave gaps in your memory of the material you are trying to learn.
3. Finally, you should avoid trying to learn or memorize material when you are tired. Fatigue reduces the amount of material that you can remember. This means that it might be better to get a good night's sleep and study in the morning rather than staying up a few hours extra and sleeping late. Surely, you must have noticed how your attention wanders if you go without sleep for long periods of time.

B. A Method for Studying: SQ3R

SQ3R stands for **survey, question, read, recite, and review**. These five elements make up a set of study habits that can almost guarantee success.

SURVEY

"Survey" means to find the limits or borders of an area. Survey the material you have to study to get a rough idea of the content and organization of the material before beginning in-depth study efforts.

To survey a body of information, scan it from start to finish. By skimming over the pages, you will get an idea of what is to come. In most documents, this type of survey is made much easier through the use of headings. Bold, large, or major headings introduce big or important elements; smaller headings introduce sub areas of these important elements. Other helpful overviews of the material can be found in summaries such as chapter summaries/conclusions, overviews, commentaries, statements of objectives, etc. By looking over such summaries, you can get a quick view of the important parts or pieces of the material covered.

Surveying the study material gives you an idea of how long it will take to cover the material. This will help you to break the assignment down into reasonable time blocks. Material should be read in chunks of a reasonable size. You should carve out a specific section that you will try to understand before moving on. A chunk might be all of the material under a major heading. If the material under the heading runs for many pages, you might want to reduce the material to be understood to each of the minor headings, taken one at a time.

QUESTION

Most people need a reason to do things. In studying text material, a question becomes a reason. If you have some questions to begin with, the material that you are reading will take on more life and more meaning.

Before beginning each study session, look over the material you intend to cover. Develop some questions that you expect to be answered in the material. There are several ways to develop these questions. One way is to begin with the list of headings from the book chapter or document outline. Write a question for each major and minor heading. Developing questions can provide a reason for reading the material and can help the information become more meaningful to you.

READ

For most people, reading means the same thing as studying. When they say that they have studied material, they often mean that they have read it through several times. Reading is important, but it will be done more effectively when the *survey* and *question* steps have been completed.

The most effective way to pace yourself is to decide on the number of chunks that will be read and understood in a given study session. You can use the questions you developed through the previous step as your definition of understanding. Once you can answer these questions, you can move on to the next section. A good time to take breaks is between these sections, not in the middle of them. This might be a way of rewarding yourself for successfully completing the reading of each section.

It's important to ensure that you understand the material you are reading. One way to do this is to look up the definitions of all new and unfamiliar terms. You should make a list of the words and phrases that you don't understand. If these terms are technical terms that you have not encountered before, the chances are that the answer is somewhere in the chapter or document that you are reading. Have a notebook available so that you can mark down each of these terms, leaving a space for their definition. The quicker you get to know the meaning of all the terms, the more effective your studying will be. If the term or word is not technical, but simply a large or uncommon word that you are not sure of, look it up in a dictionary. If you feel it would be helpful, record the definitions of these non-technical terms in your notebook, as well. You will find that this notebook of terms will be a big help in preparing for the closed-book, Written Technical Knowledge Test. You might want to use it to keep track of all important terms, even those you understand.

Another good way to make your reading time as useful as possible is to mark or underline the text while you are reading. This will make you a more active participant in the studying process. In addition, it will help you to focus on the major ideas and keep you from getting bogged down in details. Your underlining or highlighting can also make it easier for you to review the material before the test by providing some hints and associations that will aid in later recall.

In marking or underlining the text, you should actually go through the text and underline key words and concepts that are important in understanding the material in the chunk you are reading. You might also make notes to yourself right on the text page. If you choose to use the underlining and marking method, here are a few guidelines:

- 1) Read the whole section before doing any underlining or marking.
- 2) Don't mark or underline too much. The value of the technique lies in highlighting only the most important material.
- 3) Use ink if possible so that the underlining and notes do not disappear or become unclear in the course of studying.
- 4) Use symbols as much as possible. For example, use ? as a symbol for questions you have; use * to stand for a particularly important idea.

RECITE

Remember a time when you went to the store to buy several items? You didn't have time to write out a list, so you just repeated the items out loud several times on the way to the store. After several repetitions, you had memorized the list. If you had paid attention to what was happening, you would have realized that the act of reciting the list made the difference between remembering the list and forgetting it. This is just as true of study material as it is of shopping lists.

Recitation does not have to be performed out loud, but it should be formal. Don't just look over the information and say to yourself, "Now I know it." The point is that you should recite the information that you know. This can be done in several ways. One popular method is to close the book or document and try to repeat what you just have read, then check to see if you were correct. A second way is to answer questions about the material you have read.

It's very helpful to recite with another individual. You can ask each other questions about portions of the material, which will make you recite the material in a formal way. It's not even necessary to choose someone who is familiar with the material. The person only has to be able to recognize that what you have said is what is written in the document or in your notes.

In order to be most effective, recitation should take place quite soon after you've first learned or read the material. This is important because the greatest amount of information is lost or forgotten within a short period of time after it is first learned.

Don't try to recite too much information at once. Depending on the number of pages covered, this might be all of the information in one major heading or even one subheading. A whole book chapter or document section is usually too large a unit for recitation purposes.

REVIEW

When you have finished studying a block of material, such as a book chapter or document section, you should review or reconsider what you have learned. This can be done through reciting or through answering specific questions. The point is that you should go back over material once you think it has been learned.

The second form of review is done just before beginning a new study session. In this form of review, you are actually preparing yourself for new learning by strengthening old learning. This helps to ensure that any old learning that is needed as a basis for new learning is correct and available.

The final form of review is done before a test. This review can be done quite effectively in a group with other test takers. This cuts down on some of the drudgery of pre-test studying and also increases the meaning of much of the information. That is, while you are taking the test, you can more easily remember the information if you think back to who said what and how the review conversation went.

In summary, the SQ3R method of study is based on sound learning principles and gives you a simple formula to follow.

SURVEY	Skim the reading material and create manageable chunks to study.
QUESTION	Develop a purpose for reading by asking questions that you expect to have answered in the reading material.
READ	Read and reread the material until you understand it thoroughly.
RECITE	Summarize in writing or talk about what you just learned to improve retention and integrate new information into your knowledge base.
REVIEW	Look over highlighted text and notes and integrate new information with old information.

II. General Multiple-Choice Test-Taking Strategies

The purpose of the Written Technical Knowledge Test is to assess your knowledge of the information contained in the reference sources included on the reading list. At times, factors other than your knowledge of the tested material can influence your performance. The following suggestions should help you to reduce these extraneous influences and do your best on the test:

Make sure you understand the test format and requirements.

Read, and/or listen to, all of the directions carefully.

Make sure you know how to correctly mark the answer sheet.

Make sure you know how much time you have to complete the test. As you take the test, check your watch periodically so that you can keep track of the amount of time remaining in the testing period.

Make sure you understand the question.

Read each question carefully.

Try to answer the question before you look at the choices. If you know the answer, compare it to the available choices and pick the closest alternative. A thorough knowledge of the test material will allow you to answer the questions without looking at the answer choices.

Mark questions to make them easier to read.

You will be allowed to write in your test booklet, so you should mark the questions in a way that makes them easier to read.

Use slash marks to break down sentences into small segments. This will make you more attentive to each separate idea in a long sentence.

Circle key words that tell what a sentence or passage is about. If you skip the question and come back to it later, your markings can make it easier to remember what the question was about, without reading the full question or passage again.

Find and underline words which "harden" or "soften" statements.

Words such as all, never, none, and every harden a sentence by indicating there are no exceptions. As a rule, alternatives with these words have less chance of being correct.

Words such as sometimes, may, generally, and possibly soften a statement and leave more room for the alternative to be correct.

AND means that one element of the alternative must be present or true in addition to another element for the alternative to be correct.

OR means there is a choice of situations. Only one of the elements of the alternative must be present or true for it to be a correct alternative.

Proceed through the questions strategically.

Answer questions that you perceive as easy first.

When you go through each question on the test, answer the questions you feel are easier first and leave the ones you feel are more difficult until you've answered all of the questions that you are sure of. This will prevent you from spending too much time on any one question and ensure that you have the time to respond to, and receive credit for, every question that you can answer correctly. If you are unsure of an answer, there are two strategies you can use. You can leave the question blank. Make sure to mark the question as one you should return to and skip the question on the answer sheet. A second strategy is to go with the first answer that comes to mind. Mark this question and return to it later. Don't be afraid to change this answer if, when you return to it, you realize you have misunderstood the question. If, after returning and thinking about the question in more depth, you are still unsure of the answer, stay with your first answer.

Tackle difficult questions methodically.

Don't get bogged down if there is a word or sentence you do not understand. You may get the main idea without knowing the individual word or the individual sentence.

Use the process of elimination.

If you don't know the answer to a question, first eliminate those choices which are clearly wrong. Then, put a mark next to each remaining choice in your test booklet to indicate what you think about it (e.g., bad, good, or possible). This will save you time by reducing the number of answers you have to reread and re-evaluate before making your final choice.

Take a mental break when needed.

If you feel that your ability to concentrate is decreasing at points during the test, take a brief mental break. Put down your pencil and take a minute to clear your mind and relax. If you are permitted to get a drink of water, do so. Of course, you must keep in mind the time limit for the test, but a brief mental break may well be worth the time it takes.

Answer every question.

You will not lose any more credit for an incorrect response than you will for no response, so even if you must guess, respond to every question. If the test period is about to end and you believe there will be a substantial number of questions (e.g., more than 5 or 10) that you will not be able to complete, reserve some time (e.g., 60 seconds) toward the very end of the test period to respond to these questions, even if you must guess. While your guesses may not be correct, the alternative is to leave these questions blank and be assured of getting them wrong.

Use extra time wisely.

If you finish the test before time is called, go back and review your responses. Make any changes that are necessary. Also, make sure that you have placed your answers on the answer sheet correctly.

Remember, test monitors will be available to help every candidate. If you have any questions, ask for assistance before the test begins.

III. Error Analysis

There are several possible reasons for choosing an incorrect response to a question. Six of these reasons are presented below along with suggestions for avoiding such errors. Consider past tests that you have taken and identify the errors (from among the six provided here) that tend to characterize your test-taking behavior. Once you have identified the reasons for your errors, you can take steps to avoid repeating such errors when answering questions on this and future tests.

Reasons for Choosing Incorrect Answers

Marking the wrong space on the answer sheet.

Since there are a limited number of questions on each test, careless errors such as these are costly. Check yourself as you mark each answer choice on the answer sheet to ensure you are marking the correct question and the answer you have chosen. As an additional check, after you complete the test, go back over every question and answer again.

Misreading a question or answer by overlooking a key word or phrase.

The solution to this problem is UNDERLINING. Underlining makes key words and phrases stand out when choosing an answer. Once you have underlined the key words and phrases, check the details of the possible answers with the details you underlined, one-by-one. If every detail doesn't match, consider that answer suspect and try another, always keeping in mind you're looking for the best possible answer.

Not knowing the meaning of one or more key terms.

This could be a problem in PREPARATION and/or VOCABULARY. In your study materials, underline key terms and make sure you know what they mean. If an unfamiliar term is a technical term, it most likely will be defined within the relevant document. If an unfamiliar term is not a technical term, go to a dictionary and look it up. It is a good idea to build your own glossary of terms and learn their meanings.

When taking the examinations, if you have difficulty with a term, reread the sentence to determine its meaning without worrying about the meaning of a particular word. Try to understand the general message of the sentence or paragraph. The meaning of the unfamiliar word should become clearer once you understand the general context within which it has been placed.

Difficulty understanding complex or difficult questions.

Divide and conquer! Use slash marks to break up the material into small segments, then concentrate on one segment at a time. When you do go back to difficult questions, first read the possible answers before reading the question. This tells you what to concentrate on while reading the question. Concentrate on the parts of the question directly related to the possible answers even if you do not understand the entire question. You may not need to understand the entire question to find the correct answer. Also, focus on the topic sentences which are usually the first and last sentences of a question. Read the difficult questions twice. The first time, read for the general meaning and do not get bogged down by individual words or phrases you do not understand. The second time, read for more precise understanding. The first reading will provide the context so that the second reading is easier.

Difficulty comparing combinations of information.

This is a problem of re-arranging information in the correct way so that it makes sense. Underline critical pieces of information in the test question and then compare the information with the possible answers, point-by-point. Also, concentrate on eliminating wrong answers first.

The alternative you chose looked correct.

Several factors can cause you to fall for incorrect alternatives:

- a) An incorrect alternative may contain an exact phrase from the relevant material (i.e., from the question itself or the study material).
- b) An incorrect alternative may contain a phrase or sentence that is used out of context. For example, an idea which is expressed but then rejected in the relevant material may be presented as an idea that was supported.
- c) An incorrect alternative may overstate what the relevant material has stated. For example, if the relevant material says, "Some incidents....," the incorrect alternative may say, "All incidents...."

Some strategies for avoiding the tendency to fall for incorrect alternatives include:

- a) Have an answer in mind before you look over the alternatives. This will make you less susceptible to choosing an incorrect alternative merely because it looks good.
- b) Use the method of marking each alternative in your test booklet to indicate what you think about it (e.g., bad, good, or possible) before choosing one.
- c) Stick strictly to the facts or rules of the relevant material. Don't fall for alternatives that stretch or exaggerate the facts or rules described in the relevant material. This is the time to watch out for words that harden or soften a phrase such as only, never, always, etc.
- d) Be wary of alternatives with words or phrases taken exactly from the relevant material. Don't simply assume that such alternatives are correct.
- e) Prepare a defense for your answer choice. Find something in the relevant material which will give a strong, direct defense for your choice.

IV. Answer Sheet Procedures

This section describes the procedures for recording your responses. All of the questions contained on the test will be multiple-choice and each question will include four response alternatives. There are a few additional points we urge you to keep in mind when recording your responses on the answer sheet:

1. Be sure that the number of the question you are working on in the test booklet matches the number of the question you are marking on the answer sheet. That is, if you are working on question 12 in the test booklet, be sure you are marking question 12 on the answer sheet.
2. Be sure to place all of your answers on the answer sheet. Do not make any other stray marks or notes on the answer sheet. Instead, use your examination booklet for scratch work or to mark questions to return to later. Also, it is preferable to record your answers on your answer sheet as you take the examination rather than waiting until the end of the testing period. Although you may write in your test booklet, **your score will be based only on the answers that appear on your answer sheet.**
3. Be sure to make pencil marks that are dark and neat when filling in a response bubble. Pencil marks that are too light may not be detected when scored, so make sure that your pencil marks are dark. Pencil marks that overlap with another response bubble may be counted as a second response and the question will be scored as incorrect.
4. Be sure to clean all erasure marks on the scan sheet since dark smudges within any of the response bubbles may be scored as a response. Also, DO NOT put an "X" over an erasure to indicate that the answer is incorrect and that you have changed your selection since both the "X" and your new selection will be counted and the question will be scored as incorrect.
5. Be sure to ask test monitors if you have questions about the correct and incorrect way to mark answer sheet response bubbles.

Sample Answer Sheet

A portion of the answer sheet that will be used to record your responses to the test is presented below.

1	A	B	C	D	E
	①	②	③	④	⑤
2	A	B	C	D	E
	①	②	③	④	⑤
3	A	B	C	D	E
	①	②	③	④	⑤
4	A	B	C	D	E
	①	②	③	④	⑤
5	A	B	C	D	E
	①	②	③	④	⑤
6	A	B	C	D	E
	①	②	③	④	⑤
7	A	B	C	D	E
	①	②	③	④	⑤
8	A	B	C	D	E
	①	②	③	④	⑤
9	A	B	C	D	E
	①	②	③	④	⑤
10	A	B	C	D	E
	①	②	③	④	⑤

11	A	B	C	D	E
	①	②	③	④	⑤
12	A	B	C	D	E
	①	②	③	④	⑤

EXAMPLES	IMPORTANT DIRECTIONS FOR MARKING ANSWERS
WRONG	
1 ① ② ③ ④ ⑤	• Use #2 pencil only.
WRONG	• Do NOT use ink or ballpoint pens.
2 ① ② ③ ④ ⑤	• Make heavy black marks that fill the circle completely.
WRONG	• Erase cleanly any answer you wish to change.
3 ① ② ③ ④ ⑤	• Make no stray marks on the answer sheet.
RIGHT	
4 ① ② ③ ④ ⑤	

V. General Test-Taking Suggestions

The purpose of the Written Technical Knowledge Test is to evaluate the knowledge required to perform the job of a Massachusetts Department of Corrections Captain. Because we want to evaluate these attributes as directly as possible, without having other factors such as "test wise-ness" get in the way, we offer the following suggestions.

- **Read through all alternatives at least once before choosing an answer.** As you encounter a question and its four alternatives, read through the question and each alternative before deciding upon a correct answer. You may need to reread the question to check the details prior to choosing an answer.
- **Underline or make notes about the information contained within each question.** You should underline the issues that you think are important so that you remember where to find them when choosing an alternative.
- **Allocate your time wisely.** If you find yourself having problems with a particular question, move on to the next one and return to the one you are having problems with after you have completed the rest of the questions. You should wear a watch to keep track of your time. While the test administrators will make some announcements about how much time you have left in the testing session, it is a good idea to know how much time you have outside of these announcements.
- **Keep calm if you do not know immediately how to answer the question.** When you first read a test question, you may not have a good idea how to approach the situation, at least at first. If this happens, just skip the question and come back to it later. It is quite possible that as you work through the test, you may have a sudden insight as to what must be done with an earlier question.
- **Use extra time wisely.** Once you complete the test, go back and answer difficult questions that you may have skipped and then review all of the questions and responses. Also, double-check to ensure your answers are recorded in the proper location on the answer sheet. Circling the selected response for each question in your test booklet as you are taking the test will help you conduct this final check quickly and easily.

Sample Closed-Book Test Questions

Some samples of test questions are provided on the following pages to give you an idea of what to expect on the multiple-choice, Closed-Book, Written Technical Knowledge Test. **The closed-book test question examples are drawn from knowledge sources representing a cross-section of police and corrections departments and are NOT based on the current reading list or job description of a Massachusetts Department of Corrections Captain.** Nevertheless, these questions are similar in format and content to the types of items that will appear on the upcoming Massachusetts Department of Corrections Written Technical Knowledge Test for the position of Captain.

These sample questions are intended to provide you with an idea of the basic format and content of the Written Technical Knowledge Test questions. Once again, these questions were drawn from documents pertaining to a variety of departments; they do not come from current reference sources identified on the reading list for the position of Captain. Therefore, these questions may not be consistent with the reference documents relevant to your particular agency. These questions will not be used on the upcoming test and are only meant to demonstrate what the actual test items will look like.

The sample questions are followed by an answer key.

I. Sample Closed-Book Test Questions

1. Corrections officers may resort to the lawful use of firearms when they reasonably believe that it is necessary to:
 - A. defend themselves against a physical assault.
 - B. defend a third person against a physical assault.
 - C. prevent the escape of an inmate who is a convicted felon.
 - D. prevent the escape of an inmate from a minimum security institution.

2. When performing a "frisk" search on inmates, a corrections officer should:
 - A. ask the inmates to run their hands through their hair to ensure nothing is concealed.
 - B. start at the inmates' feet and work up to the top of their heads.
 - C. require the inmates to place both hands above their heads.
 - D. press firmly to feel things that may be hidden in the inmates' clothing.

3. Within each institution, a fire drill shall be scheduled at least once every:
 - A. week.
 - B. two weeks
 - C. month.
 - D. three months.

4. It is essential that all official institutional documents are handled in a secure manner. Department policy indicates that inmates are permitted to possess an inmate-specific copy of:
- A. incident reports.
 - B. grievance or disciplinary reports.
 - C. court commitments.
 - D. facility memorandums.
5. When it is apparent that mandatory institutional posts might not be filled for the upcoming shift, the initial action the Shift Commander should take is to:
- A. identify volunteers willing to fill the needed posts.
 - B. schedule personnel from compensatory time.
 - C. move personnel from other, less critical posts.
 - D. temporarily close operations at the unattended post.
6. While conducting rounds, you witness some corrections officers making offensive jokes about a fellow officer's sexuality. As Shift Commander, the appropriate first course of action is to:
- A. notify your immediate supervisor who will determine how the incident will be investigated.
 - B. monitor the situation to ensure that it does not escalate into physical violence or sexual assault.
 - C. issue a written reprimand.
 - D. immediately address the officers involved and correct their behavior.
7. One of your officers uses Oleoresin Capsicum (OC) spray to control an inmate during an emergency situation. Once the inmate has been restrained, the most appropriate action the officer should take to help the inmate recover would be to:
- A. permit the inmate to take a brief shower.
 - B. permit the inmate to flush his or her face with water, keeping his or her eyes closed at all times.
 - C. transport the inmate to a hospital emergency room.
 - D. move the inmate from the place of exposure to fresh air.
8. An inmate who was newly admitted to a correctional institution shall be quarantined for medical reasons, unless otherwise authorized by a medical professional, for no more than:
- A. 12 hours.
 - B. 24 hours.
 - C. 36 hours.
 - D. 48 hours.

II. Suggested Responses to Sample Closed-Book Test Questions

Remember, because they are based on knowledge sources from multiple jurisdictions, the following correct responses to the example questions do not necessarily reflect the documents, policies and procedures of the Massachusetts Department of Corrections.

Sample Closed Book Test Items:

1. C
2. D
3. A
4. B
5. B
6. D
7. A
8. C

CONCLUSION

This is the end of the Preparation Guide for the Technical Knowledge Test. We hope that this Guide gives you a better picture of what to expect in this component of the examination process (including the logistics and evaluation procedures), and provides you with some suggestions for preparation. The suggestions provided here are not exhaustive; we encourage you to engage in additional preparation strategies that you believe will enhance your chances of performing effectively on the test.

BEST OF LUCK!